



NEW COLLEGE

CHARTER CLASS INFORMATION

STUDENTS ACCEPTED - WHAT SARASOTA OFFERS

EXTRA CURRICULAR ACTIVITIES - COLLEGE CALENDAR - CURRICULUM

FACULTY

COSTS AND FINANCIAL AID

RULES AND REGULATIONS ... GUIDANCE ... ACCREDITATION

YOUR CHARTER CLASS

The students offered admission as of April 21, 1964, are outstanding, and the statistics that describe your future classmates are representative of the best in college-bound students. Nineteen are Valedictorians; 30 stand in the upper one percent of their class and 78 rank in the top tenth of their class. Forty percent have SAT scores in the 700 - 800 range and the average SAT scores are in the 670's. More important than the above are the rich and varied talents and personal strengths of the applicants. It appears that those students who have elected New College as their choice have enough ability and self confidence to know that they can participate in this kind of an adventure in education and gain something extra from the experience -- nor would they settle for less. The figures clearly tell us (and so do the interviews) that our Charter Class is everything we had hoped for ... and more.

THE SARASOTA COMMUNITY

New College is particularly fortunate in its location, for Sarasota is nothing less than a cultural center of Florida. With its magnificent Ringling Art Museum (whose director is a member of our faculty) and its outstanding West Coast Symphony Orchestra (whose conductor is on the faculty) Sarasota is particularly rich in art and music. The Orchestra has recently affiliated with New College to provide outstanding musical opportunities for both itself and New College. There are also concert series attracting outstanding artists from such sources as the Metropolitan Opera in New York, and a fine foreign film series. Students interested in theatre will be happy to know that there are two fine groups in the area which regularly produce plays. The Asolo theatre (an original 18th century Italian theatre) is also available for their use. A number of famous artists and writers make their home in the greater Sarasota area and enrich the community by their presence and their vitality. In short, the community has not only provided a beautiful waterfront campus location, but will add to the College's life richly in the areas of art, music, literature and drama. And the College plans to do its share in these areas as well as to conduct a formal lecture series with outstanding speakers.

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EXTRA CURRICULAR ACTIVITIES

Students at New College are going to have an exciting opportunity to determine those activities they want and they will thereby participate in shaping the course of a great institution of learning for decades and generations to come. There will be a joint committee composed of an equal number of students and an equal number of faculty, presided over by the Provost and Dean of the College, Dr. John Gustad. In this way our students have a major part in deciding such questions as student government (Should we have one? If so, what kind), debating groups, literary magazines, newspapers, yearbook, scientific clubs, language clubs, musical organizations, etc. For in this manner we can shape our organizations to the interests of our individual students and not vice versa. This committee can also be of great help in determining the interest and scope of intramural athletics. The College plans to furnish facilities for swimming, boating, tennis and golf. What other sports are developed will depend largely upon the student body and its interests. We realize that we are first a college; that our prime function is to teach and provide a climate for learning. However, we do not intend to forget that any worthwhile college experience involves more than just the academic; that in college life, there must be a chance to grow in personal and social maturity as well as in intellectual stature.

NEW COLLEGE CALENDAR: 1964 - 1965

CURRICULUM

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| Sept. 16-17 | Testing and Orientation | The faculty has had a chance to work out in more detail the mechanics of the curriculum. As you can see from the calendar, students will take the more formal kinds of instruction in three 12-week terms. Dividing these terms will be four-week periods of reading and study. (A time to think, probe and explore under close, but more informal faculty supervision) During the 12-week terms, a six-day week is envisioned with two mornings devoted to classroom and lecture work in each of the Natural Sciences, Social Sciences and Humanities. The afternoons will be used for seminars, discussion groups, labs and specialized work for accelerated students in their areas of excellence. |
| Sept. 18 | Registration | |
| Sept. 21 - Dec. 12 | First Term | |
| Dec. 13 - Jan. 3 | Vacation | |
| Jan. 4-30 | Independent Study Period I | |
| Feb. 1 - Apr. 24 | Second Term | |
| Apr. 26 - May 22 | Independent Study Period II | |
| May 24 - Aug. 14 | Third Term | |
| Aug. 16 - Sept. 11 | Independent Study Period III | |
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FACULTY

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TEACHING ABILITY, SCHOLARSHIP, KEYS TO FACULTY SELECTION

The heart of any institution is its teaching faculty. New College appreciates this and her faculty appointments continue to be outstanding. Each must be a gifted teacher; each must be a scholar; and each must show evidence of having thought deeply about new, fresh and adventuresome ways to teach the superior student. Talented teachers are being appointed from abroad and from all regions of the United States. The following are the appointments to date:

- Dr. Douglas Berggren, B.A., Carleton College; B.A., M.A., Jesus College, Oxford University; Ph.D., Yale University. PROFESSOR OF PHILOSOPHY
- Dr. Arthur Ross Borden, Jr., A.B., M.A., Ph.D., Harvard University. DEAN OF THE DIVISION OF HUMANITIES and PROFESSOR OF ENGLISH
- Dr. George Curry, B.A., London University; M.A., University of South Carolina; Ph.D., University of Chicago. PROFESSOR OF HISTORY
- Dr. Hiram J. Evans, A.B., Hamilton College; M.A., Williams College; A.M., Ph.D., Harvard University. PROFESSOR OF BIOLOGY
- Dr. John W. French, A.B., Ph.D., Princeton University. COLLEGE EXAMINER and PROFESSOR OF PSYCHOLOGY
- Dr. John W. Gustad, B.A., Macalester College; M.A., Ph.D., University of Minnesota. PROVOST AND DEAN OF THE COLLEGE
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- Dr. Margaret Kraemer, B.A., University of Pennsylvania; Ph.D., University of Chicago. PROFESSOR OF CHEMISTRY
- Dr. Fred Licht, Ph.D., University of Basel, Switzerland; B.A., University of Wisconsin. PROFESSOR OF ART
- Dr. Fillmore Sanford, A.B., University of Richmond; A.M., Ph.D., Harvard University. DEAN, DIVISION OF THE SOCIAL SCIENCES and PROFESSOR OF PSYCHOLOGY
- Dr. Aaron Sayvetz, S.B., Ph.D., University of Chicago. DEAN, DIVISION OF THE NATURAL SCIENCES and PROFESSOR OF PHYSICS
- Dr. William K. Smith, A.B., M.A., Bucknell University; Ph.D., University of Michigan. PROFESSOR OF MATHEMATICS
- Dr. Thomas R. Williams, B.A., Miami University; M.A., University of Arizona; Ph.D., Syracuse University. PROFESSOR OF ANTHROPOLOGY and SOCIOLOGY
- Dr. Arnold J. Toynbee, Balliol College, Oxford University; VISITING PROFESSOR OF HISTORY
- Dr. Corinne Wilson, B.A., Rockford College; B.S., Ph.D., University of North Carolina. ACTING LIBRARIAN and ASSISTANT PROFESSOR OF CLASSICS
- Kenneth Donahue, Director, Ringling Museum of Art. ADJUNCT PROFESSOR OF ART
- Paul Wolfe, Conductor, Florida West Coast Symphony Orchestra. ADJUNCT PROFESSOR OF MUSIC

FACULTY

COSTS AND FINANCIAL AID

RULES AND REGULATIONS ... GUIDANCE ... ACCREDITATION

COSTS AND FINANCIAL AID

New College has estimated your total cost of attending next year at \$4400, plus travel. This is also the figure which is used when computing scholarship and loan awards. The breakdown is as follows:

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| Room, board, tuition and fees: | \$3900 payable as follows: |
| | \$ 300 Enrollment Fee |
| | 2000 Due Sept. 1, 1964 |
| | <u>1600</u> Due Jan. 1, 1965 |
| | \$3900 Total |
| Books and Supplies | 100 |
| Miscellaneous Expenses | 400 |
| Travel (Different in each case) | --- |
| | <u>\$4400</u> (Plus Travel) |

This is the minimum amount which we would expect New College to cost an attending student next year. It is a large amount, but when viewed as a normal four year expense telescoped into three years, it is about equal to that of the other highly selective colleges.

From its inception, New College wished not only to attract the best in college bound students, but to attract them without regard to financial need. Therefore, a broad scholarship and loan program has been instituted. The Parents' Confidential Statement from the College Scholarship Service is used in computing need. The (cont'd)

COSTS AND FINANCIAL AID (cont'd)

awards are made with the understanding that they will be reviewed if the need changes, and will be renewed provided the student maintains his academic and personal record. Fifty-five percent of the award is credited against the first payment of \$2000 due New College on September 1, 1964, and 45% of the award is credited against the second payment of \$1600 due New College on January 1, 1965. Loans are normally interest free until graduation, or upon leaving New College, and draw 5½% interest per annum thereafter. The normal provision is that the loans are repayable within six years after graduation from (or leaving) New College. A special provision allows students going on to graduate school up to three additional years without interest and the student then has six years to repay the loan. The College has the option of substituting government loans provided the terms are more favorable to the student.

It is anticipated that various campus jobs will be made available as time progresses and they will supplement the scholarship and loan program.

RULES AND REGULATIONS

New College recognizes that it has a responsibility to the parents of its students in the area of student conduct. It has an even greater responsibility, however, to the students who attend to help them grow in social and personal dimensions as well as in knowledge. The Admissions Committee has selected an unusually fine student body and the College refuses to assume that they will act in any other than a responsible and mature way. Hence, we will have one cardinal rule at the beginning -- that a student is expected to act on campus and in the Sarasota community as a responsible and mature representative of the New College community. We feel that both student and College will know when normal guidelines have been overstepped, but we will not now develop great numbers of rules for a majority of students whom we are sure will not need them. The joint committee of students and faculty is perfectly able to develop such rules and regulations as they are needed.

GUIDANCE:

The faculty of the College will stand in the relationship of colleagues to their students. Thus, many problems of both a personal and academic nature will be spotted and solved before they develop. There will be faculty residents in the dorms and students will consult weekly with a prefect about his or her progress in certain defined areas of literature, art and music. The College does feel the need, however, of a full-time counselor trained in personnel and guidance and is in the process of appointing such a person.

ACCREDITATION

It is important to understand just what accreditation is before determining, in such a unique case as that of New College, the importance of its presence or absence. Therefore, (as we will ask our students to do many times in the future) we must define our terms. Formal accreditation represents the assessment by the Southern Association of Colleges and Schools of New College's faculty, facilities and program -- and the approval thereof by this accrediting body. Specific regulations require that New College must wait five years for the formal official stamp of approval. Unofficially, however, the Association has evaluated our facilities, faculty, and program, and has expressed itself time and time again to the effect that accreditation is a mere matter of time and that New College will receive this approval easily when the required period of time has elapsed.

Accreditation per se, then, is not of prime import -- but the implications for graduate and professional school placement are. Since New College has attracted some of the outstanding college bound students in the country, it is important that she be able to send them on to the best in graduate and professional training. (We anticipate that about 80% will go on to such training) We have contacted a number of these graduate institutions and the response is uniform: that it is just this caliber of student taught in close contact with this kind of outstanding teacher that these institutions do desire to accept. Therefore, we are certain that we cannot only give these able young men and women the best in preparation for further study, but send them on to the best graduate and professional institutions.